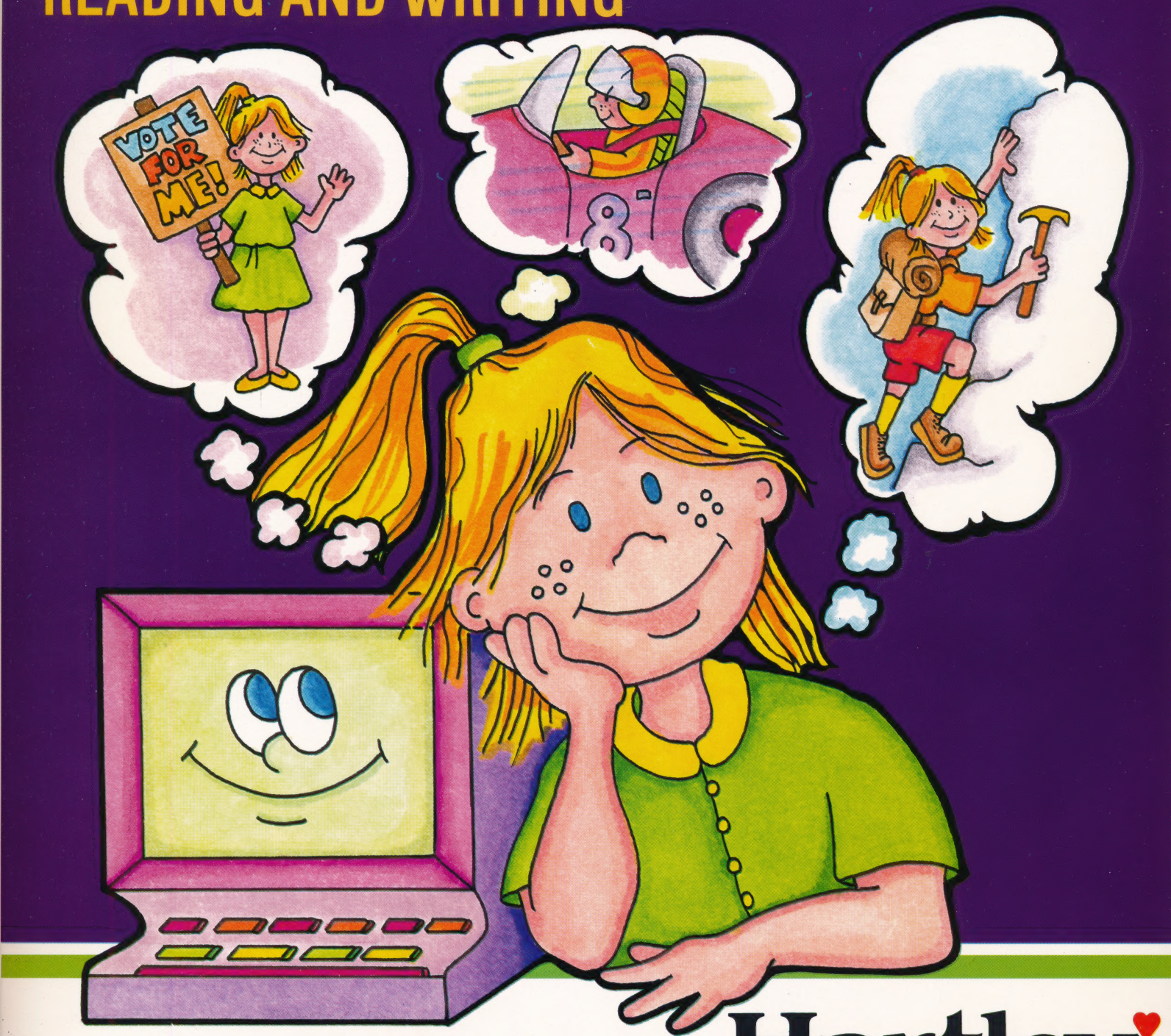
Compliments of
Hartley® Courseware, Inc.

My Words

A LANGUAGE EXPERIENCE APPROACH TO READING AND WRITING



Hartley T.M.

Hartley

MY WORDS

QUICK REFERENCE CARD

EQUIPMENT NEEDED:

1. An Apple IIe, IIc or IIGS (IIGS at normal speed).
2. An Echo speech synthesizer in Slot 4.
3. (Optional) A pointer...either an Apple Mouse (in slot #5), a joy stick, or Touch Window. If you do not have one of these, you can use the four arrow keys and <OPEN APPLE> key.

STEP BY STEP INSTRUCTIONS FOR FIRST TIME USERS

1. Boot the **My Words** disk in Drive 1. The message "Place student disk in Drive 1" will appear at the bottom of the screen. Hold down the <CONTROL> key and press the <T> simultaneously to display the Teacher's Utilities Menu.

2. Select "Initialize a student disk" from the Utilities Menu. Follow the prompts on the screen to prepare a student disk.

3. Option #2 on the Utilities Menu allows you to indicate your printer type, slot number and which "pointer" option you will be using. The program assumes you have an Imagewriter printer in Slot 1, and are using an Apple Mouse to move the cursor. If you are not using any of these, type 2 and then type the number appropriate for your set-up.

4. Check item #4 on the Utilities Menu. It should read **"Lock Word Bank."** (This means that the Word Bank is now UNLOCKED. That is the way we want it!)

5. Now select #10. When so instructed, place the student data disk you just initialized in Drive 1 and press any key to proceed.

6. Name your file when requested, and you will be ready to type in a student's first story. To experiment, start typing a few sentences right now.

7. As you type, you will notice your Word Bank beginning to build. The Word Bank is a very important part of **My Words**. It will become an alphabetized collection of all the words that have been used when writing on this disk.

8. Use your pointer to move the heart cursor and "click" on each of the icons in the lower right-hand corner of the screen. If you are using the arrow keys to move the cursor, press the <OPEN APPLE> key to "click" on any part of the screen. Experiment with each of the icons.

9. The most exciting part of **My Words** comes when you use the eraser icon to erase your story! After erasing, look at the Word Bank. It is still there. Use your pointer to click on the big arrows on the bottom left side of the screen. As you click on them, the **Word Bank** will scroll up and down. Click on any word in the **Word Bank**. The word will be highlighted and spoken. If you click on the word again, it will be moved up into the writing screen. You can re-create your old story or write new ones with the old words by just pointing and clicking!

10. Now, go find a young student. Type in a story. Give him/her the clicker and let the writing start!

FOR MORE INFORMATION: Be sure to read the "Getting Started" section and the "Suggestions for Use" in the Teacher's Guide for **My Words**. In fact, you might even try to read the WHOLE THING!

©1987 Hartley Courseware Inc.

Compliments of
Hartley® Courseware, Inc

MY WORDS

Author - Ed Herstein
Computer Consultant, Wayne County Intermediate School District

Suggestions for Use - Dr. Martha Irwin
Professor of Teacher Education, Eastern Michigan University

Programmer - Phil Mansour
Hartley Courseware, Inc.

The word Apple® is a registered trademark of Apple Computer, Inc. Apple Computer, Inc. makes no warranties, either express or implied, regarding the enclosed software package, its merchantability or its fitness for any particular purpose.

Echo® and Cricket® are products of:

Street Electronics Corporation
1470 East Valley Road
P. O. Box 50220
Santa Barbara, CA 93105

Touch Window® is a product of:

Personal Touch Corporation
4320 Stevens Creek Ltd.
San Jose, CA 95129

©1987 Hartley Courseware, Inc.
Dimondale, MI 48821

TABLE OF CONTENTS

1.Ø INTRODUCTION 1

2.O HARDWARE REQUIREMENTS 2

3.Ø GETTING STARTED 3

4.Ø MORE ABOUT CREATING AND EDITING TEXT 16

5.Ø THE MY WORDS UTILITIES MENU 19

5.1 Initializing a student disk 19

5.2 Changing printer/pointer settings 20

5.3 Speaking the alert boxes 20

5.4 Locking and unlocking the Word Bank 21

5.5 Printing a Word Bank 22

5.6 Editing a Word Bank 23

5.7 Copying a Word Bank 24

5.8 Merging two Word Banks 25

5.9 Working with the exception dictionary 26
5.9.1 Add exceptions 28
5.9.2 Delete exceptions 29
5.9.3 Copy exception dictionary 30
5.9.4 Print exception dictionary 30

6.Ø SUGGESTIONS FOR USE 31

6.1 Purpose and Rationale 31

6.2 Assumptions upon which suggestions are based 34

6.3 Exploring My Words: Learning to use the program..... 35
6.3.1 Phase 1: Getting familiar with the keyboard.... 37
6.3.2 Phase 2: Getting the computer to talk 39
6.3.3 Phase 3: Moving words around 41

6.4 My Words: Language experience variations 43

6.5 My Words: Writing about personal experiences 46

6.6 My Words: Activities with basals 49

6.7 My Words: Activities with pattern books 52

6.8 My Words: Integrating into subject areas 56

6.9 How can children write if they can't spell? 59

7.Ø BIBLIOGRAPHIES FOR TEACHERS AND CHILDREN.....62

1.Ø INTRODUCTION

My Words is a writing tool for young children and others who are just learning how to read. The program makes it possible for students with very limited reading, spelling, or writing ability to create stories, letters and other written material without continuous adult assistance. As students use My Words, they will be improving their ability to both read and write!

My Words features include:

No commands to memorize...All functions are controlled by the graphic symbols (icons) on the screen.

The students can hear their stories read. ...The ECHO is used to speak letters and words, or read the entire document.

A personal Word Bank for each student ... The Word Bank is the key to My Words. It lets students compose with words they would otherwise not be able to spell or even read. Each time a new word is entered into a document by a teacher, parent, or student, that word is inserted into the Word Bank. The Word Bank is displayed alphabetically, and may easily be used whenever a student is uncertain how to spell the next word (s)he wishes to write. A student may search up and down through the list, hear a word pronounced, or move a word from the Word Bank into a document. In addition, if a student types the first letter or letters of a word, the Word Bank will automatically scroll to that part of the list and, if desired, complete the word for the student.

The potential applications of My Words are exciting. By using the language experience approach, the program helps you teach reading through writing. By building a personalized Word Bank, the program helps you increase the quality and quantity of writing by making it easier for students to use words they don't know how to read or spell.

2.Ø HARDWARE REQUIREMENTS

To use My Words, you will need:

(1) An Apple IIe, IIc or Apple IIGS computer

(2) The appropriate Echo speech synthesizer.
(An Echo II or Echo Plus for the IIe installed in slot 4)
(A Cricket for the IIc installed in port #2)
(The Echo for the IIGS installed as directed for the Apple IIGS)

(3) One or more blank disks

(4) A printer (optional, but highly recommended)

(5) A pointer to use for cursor movement. Any of the following may be used:

... the four arrow keys and the <OPEN-APPLE> key on the IIe, IIc, or IIGS.

... the Apple Mouse (optional). The mouse card should be installed in slot 5 in the IIe. The Apple Mouse (in the opinion of the author) is the best way to control the cursor. You do not need an internal card for the IIc. The mouse connects directly into the 9-pin game paddle port.

... the TouchWindow (optional). The TouchWindow connects into the 9-pin game paddle port on the back of the computers. The first time you use the TouchWindow, a routine will become available to assure that it is calibrated corretly for use with My Words and the specific monitor you are using. If you move the TouchWindow to a different monitor, use the calibration routine again!

... a joy stick (optional). The program should work with any joy stick attached to the 9-pin port in the back of the Apple IIe, IIc, and IIGS. There will be some variation in the speed at which different joy sticks move the cursor around the screen.

Apple is a registered trademark of Apple Computer, Inc.
Echo is a trademark of Street Electronics Corp.
TouchWindow is a trademark of Personal Touch Corp.

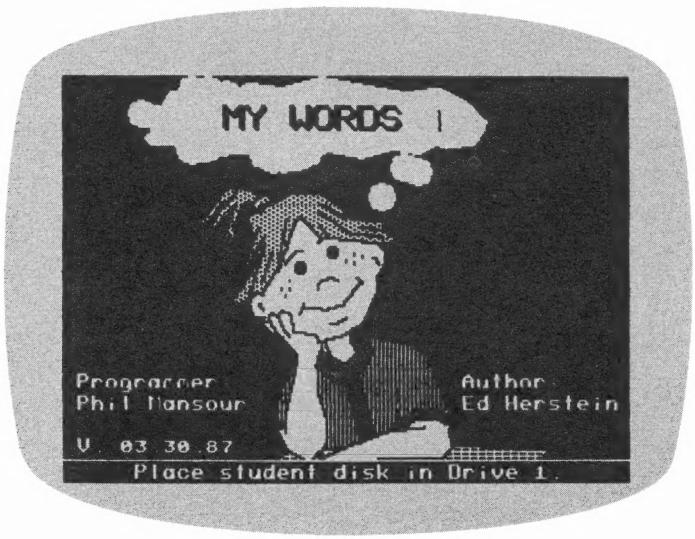
3.Ø GETTING STARTED

After you have used the program once, you will be able to skip directly to STEP 4, but the first time you need to go through the first three STEPS.

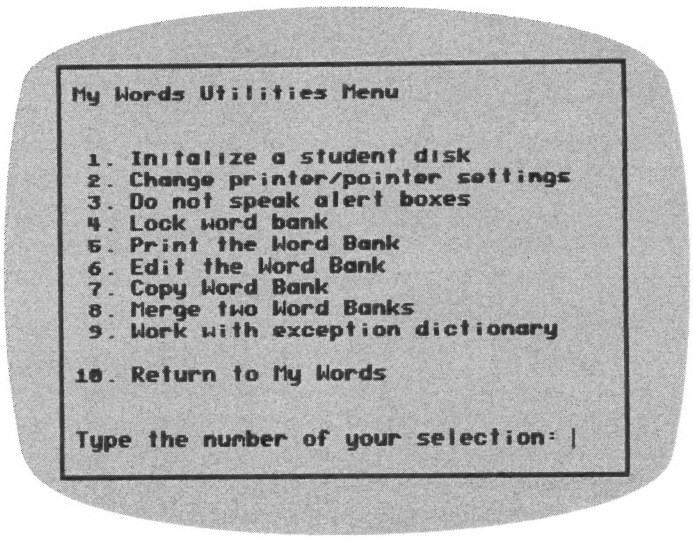
First, check to see that your equipment is installed correctly. If you have any questions, see 2.Ø HARDWARE REQUIREMENTS.

STEP 1 ...INITIALIZE A STUDENT DISK

Place the My Words master disk in Drive 1 and turn on the computer. The credit screen will appear first. Soon you will see the message "Place student disk in Drive 1," at the bottom of the screen.

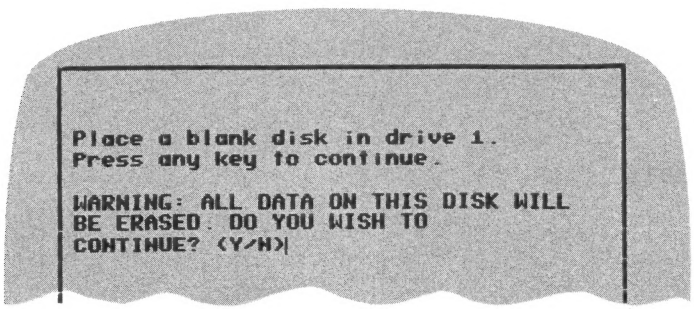


Hold the <Control> key down and press T simultaneously. The My Words Utilities Menu will appear.


My Words Utilities Menu
1. Initalize a student disk
2. Change printer/pointer settings
3. Do not speak alert boxes
4. Lock word bank
5. Print the Word Bank
6. Edit the Word Bank
7. Copy Word Bank
8. Merge two Word Banks
9. Work with exception dictionary
10. Return to My Words
Type the number of your selection:

Select 1. Initialize a student disk and press <Return>. The computer will ask you to place a blank disk in Drive 1, and press any key to continue.

You will be shown the following warning:


Place a blank disk in drive 1.
Press any key to continue.
WARNING: ALL DATA ON THIS DISK WILL
BE ERASED. DO YOU WISH TO
CONTINUE? (Y/N)

If you have changed your mind about initializing the disk, type N and press <Return>. Otherwise, type Y and press <Return>.

It will take only a few moments for the disk to be initialized. You will then be asked to "Enter the student's name." Type the name of the person who will be using the disk and press <Return>. It is most effective if each of your students has his/her own disk.

If you make an error here, or anywhere else in the program, use the <Delete> key to erase.

After you have initialized your first student disk, the computer will ask if you wish to initialize an additional

disk. This is helpful if you need to prepare enough disks for an entire class! If you do, insert another blank disk and press Y to repeat the initialization process. When you enter **N** (no more disks to be initialized), the program will instruct you to place the My Words disk in Drive 1 and press any key to continue. You will return to the Utilities Menu.

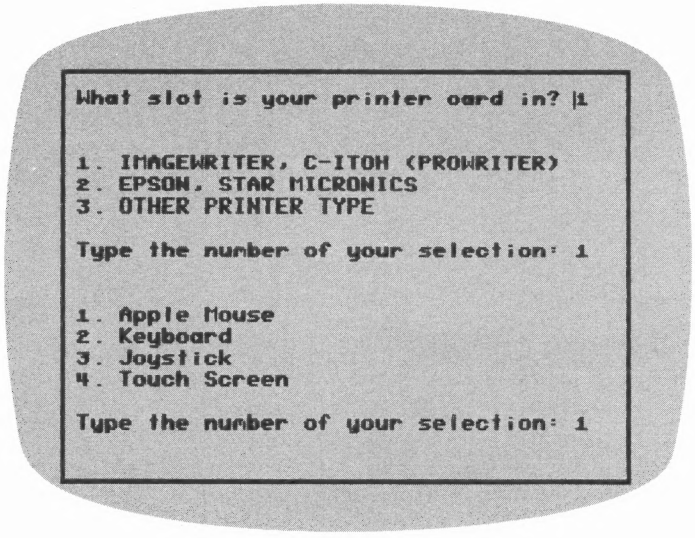
Note: After the student disk is booted, the program will not need to access the master disk again. Hartley Courseware, Inc. gives permission to use this master disk to boot several student computers within the same room.

STEP 2 ... SELECTING THE POINTER

The next step is to make sure the program is set to accept the "pointer" (i.e. Mouse, joy stick, arrow keys, etc.) you are using to move your cursor. From the My Words Utilities Menu select:

2. Change printer/pointer settings.

This screen will appear:


What slot is your printer card in? 1
1. IMAGEWRITER, C-ITOH (PROWRITER)
2. EPSON, STAR MICRONICS
3. OTHER PRINTER TYPE
Type the number of your selection: 1
1. Apple Mouse
2. Keyboard
3. Joystick
4. Touch Screen
Type the number of your selection: 1

Notice the numbers on the far right hand side of the screen. The number in the upper right hand corner refers to the slot your printer card is in. (If you are using an Apple IIc, it should read slot 1.) The second number (going down the right hand side) refers to the type of printer you have, and the third number refers to the pointer you are using. If the

numbers shown are correct, simply press <Return> at each number. To change any of them, type the new number and press <Return>. Use the UP and DOWN arrows to move if you make a mistake.

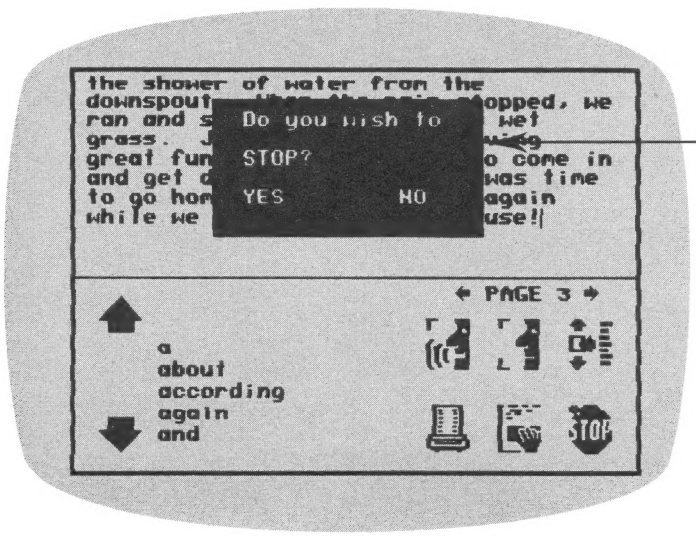
Note: Printers in groups 1 and 2 print files using an expanded letter set. If you do not have one of the printers named, you will not be able to produce the expanded letter printouts. You will, however, be able to print in a regular size letter set, using option 3. If you would rather have a regular size letter set, select option 3, no mater what kind of printer you have.

Press <Return> to display the My Words Utilities Menu again.

STEP 3 ... CHECK THE ALERT BOX AND WORD BANK OPTIONS

Check to be sure the "alert boxes" will be spoken by Echo and that the Word Bank is unlocked. These two functions are controled by items 3 and 4 on the My Words Utilities Menu.

Option 3 controls whether or not the program will speak the special directions and questions which appear on the screen.



The menu tells what will happen if you select it. For example, if the menu reads "3. Speak the alert boxes," the

program is set NOT to speak. Selecting the menu option will change the setting to speak the information in the boxes. We suggest you begin using the program with the directions being spoken, so option 3. should read:

3. Do not speak the alert boxes.

Option 4. controls the Word Bank. If it is locked, neither you nor the student will be able to add words to the Word Bank or use any words in his/her story that are not already in the Word Bank. (See section 6.Ø Suggestions for Use for ideas about using this option.) You must begin with the Word Bank unlocked. Option 4. should read:

4. Lock Word Bank.

This means that the Word Bank is presently unlocked.

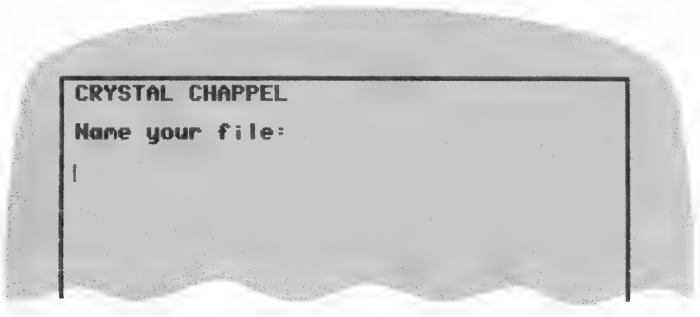
STEP 4 ... NAME YOUR FILE

You are ready to begin creating files. Select:

1Ø. Return to My Words

After a few moments, the My Words title screen will appear. Wait for the message, "Place student disk in Drive 1," to be displayed. Then remove the My Words master disk, place the initialized student disk in Drive 1 and press any key.

The files screen will now be displayed. The top line will show the students name (or name of the disk). Below the line there will be a list of the files on the disk (if you have used it before). The words <NEW FILE> will be highlighted. Select this option by pressing <Return>.



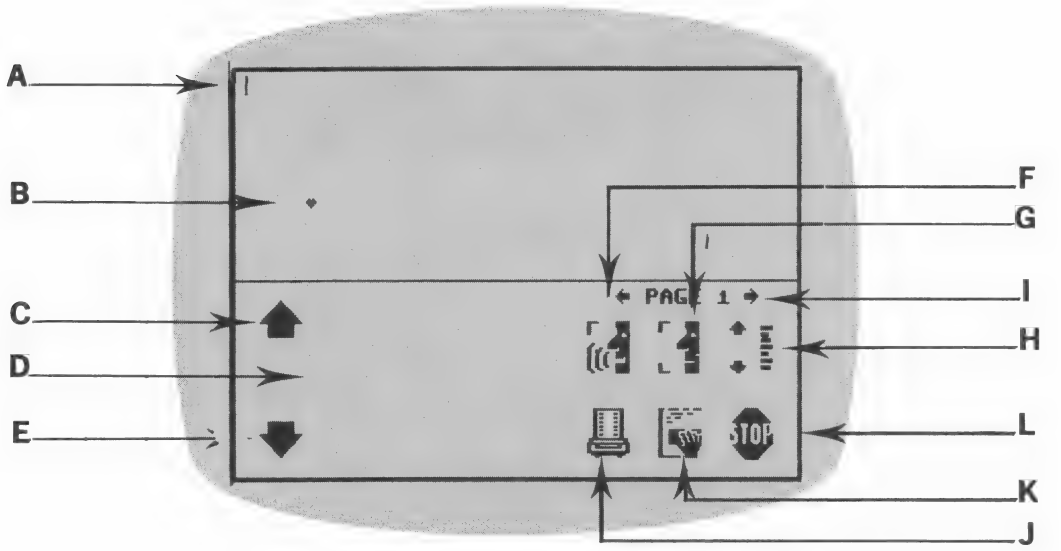
You will now be asked to "name your file." Type the name you wish to use for your student's first story and press <Return>

Each student disk will hold 10 files. You may, of course, make as many student disks as you wish. As files are created and saved, the file names will be displayed on this menu. Any time you want to begin a new file, use the arrow keys to highlight <NEW FILE>, and press **<Return>**.

NOTE: File names CANNOT be changed or edited once entered.

STEP 5 ... USING THE TWO CURSORS

This is the main work screen of My Words.



It has a "text window" on top where you will write all of your material. There are two large arrows in the lower left corner (C and E), and six shapes, called "icons" in the lower right corner (F, G, H, J, K, L). Notice that there are TWO CURSORS! One is a small vertical bar in the upper left corner of the text window (A). The other is a small heart (B).

If you move the pointer (arrow keys, mouse, etc.) the heart will move. The heart cursor indicates FUNCTION. It takes you to whatever part of the screen you need to perform the function you want. If you are using the Touch Window, there will not be a heart cursor. You "move" to any place on the screen by just "touching" that place. When you want to start typing, you will move the heart to where you can begin typing and "click on the pointer."

In this manual, we will be using the phrase, "clicking on the pointer." If you are using a mouse, this means clicking on the button. If you are using a joystick, it means pushing on the button. If you are using the arrow keys to move the cursor, it means pressing the <OPEN APPLE> key. Finally, if you are using a Touch Window, it just means touching the part of the screen that you want to activate.

while you are typing. To learn more about using the cursors

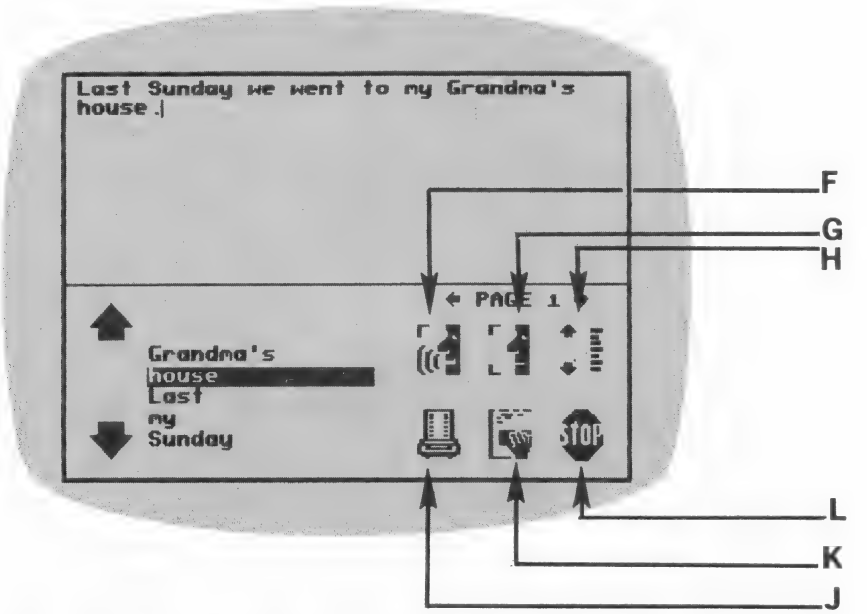
When you want to use one of the functions represented by the icons, use your pointer to move the heart to that section of the screen and "click it on." The bar cursor is used only to show you where you are typing. To experiment, move the heart to the upper left-hand corner of the screen and click on the pointer. Both cursors will now be in the same place.

Type one or two complete sentences. The vertical bar cursor will always show you where the next character you type will go. The heart cursor will temporarily disappear while you are typing. To learn more about using the cursors to write and edit, read the section, "4.0 More about creating and editing text."

As you type, you will also notice your Word Bank (C) beginning to build. The Word Bank is a very important part of My Words. It will become an alphabetized collection of all of the words that have been used when writing on this disk.

STEP 6 ... EXPERIMENT WITH THE ICONS

When you have finished typing the first sentence or two, move your pointer. The heart cursor will move around the screen.



Move the heart to the icons and click it on. This activates the function of that icon.

F...the READ icon
The function of this icon is to read each of the sentences that have been written. The Echo and Cricket speech synthesizer use built-in rules for pronunciation and inflection. As the text is read, the screen will clear and each word will reappear as it is spoken. If the synthesizer does a poor job of pronouncing some words there is an exception dictionary where you can correct selected words. See section 5.9 Working with the exception dictionary.

NOTE: The program looks for a period before it pauses. While you are experimenting, be sure to put periods after all of your sentences!

G...the SPEAK icon
This icon gives you three different options. As you click your pointer, the options will change. Try it! You should be able to see three slightly different pictures.

(1) Echo will be silent. (The icon shows nothing coming out of the man's mouth.)

(2) Echo will read each letter as it is typed. (The icon

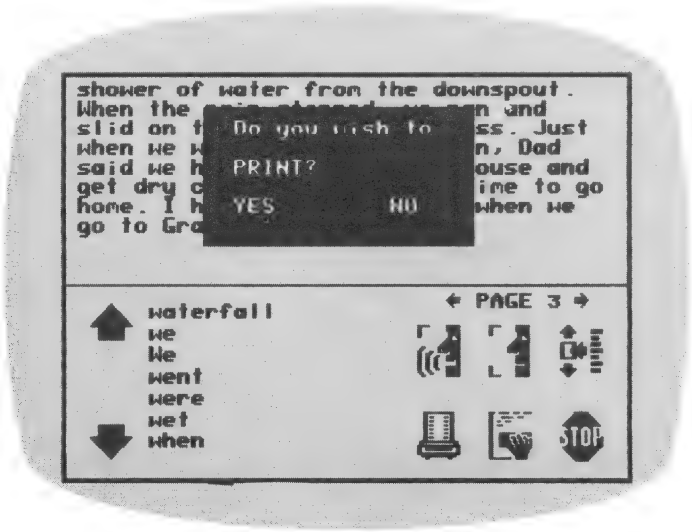
shows "o..." coming out of the man's mouth.).
(3) Echo will speak only the word after it is typed. (The icon shows "on.." coming out of the man's mouth.)

Change the options and type a few words each time until you see how each part of this icon works. Usually while you are typing, you will want the Speak icon to be turned off. You must type very slowly when you wait for the Echo to speak each letter or word!

H ... the HIDE WORD BANK icon
After you click on this, the Word Bank will disappear. New words will still be entered into the bank when you type, but because the display does not have to be updated, you will be able to type much faster. This option also challenges a student to remember how words are spelled.

I ... the paging arrows
(This is not truly an icon, but mentioned here to keep things moving alphabetically!) By clicking the pointer on these arrows, you may quickly move forward and backward between pages within the file.

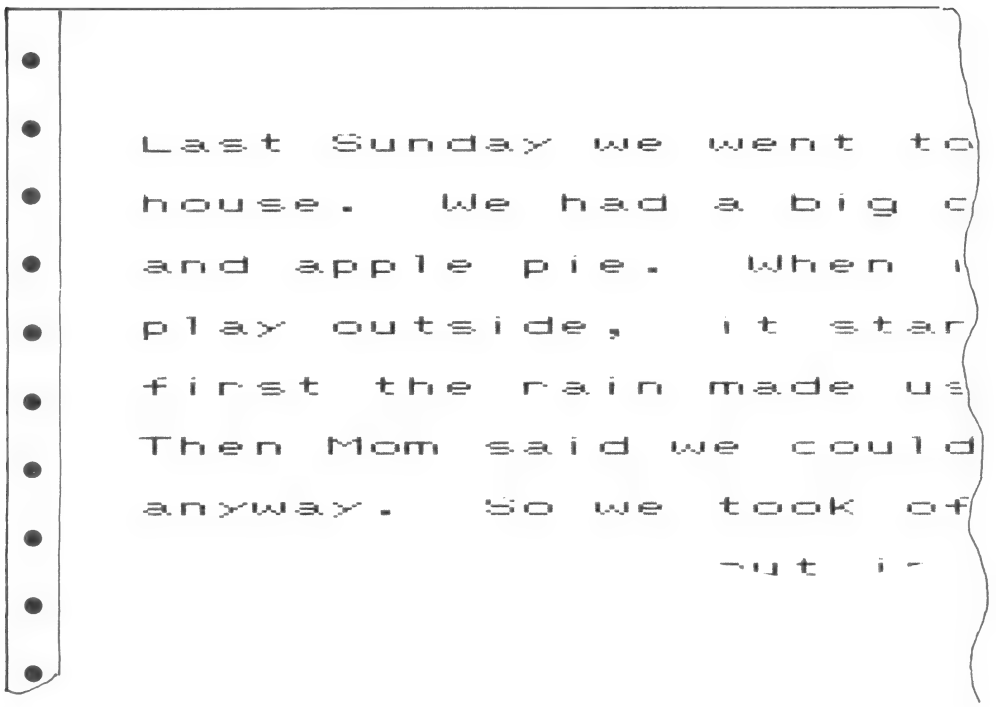
J ... the PRINTER icon
This lets you print what has been written at any time. When you select the printing option, an alert box will ask if you, "Do you wish to PRINT? ..YES ..NO"



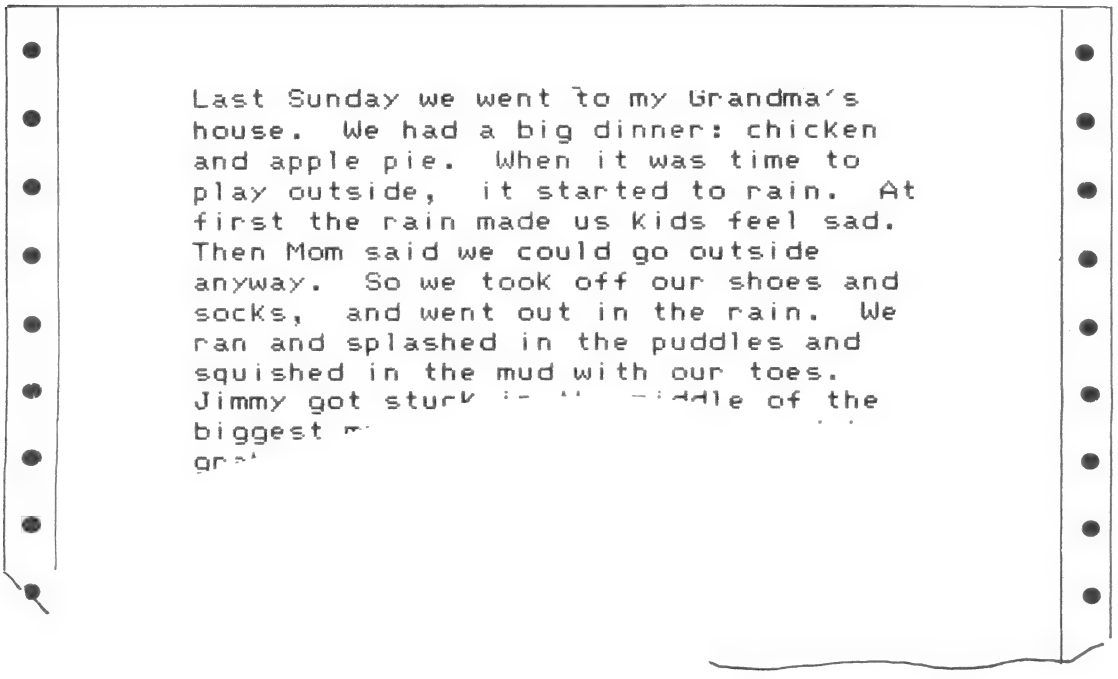
Use your pointer to answer YES or NO, or press <Y> for yes and <N> for no.

Your printed copy will appear as follows, depending on which printer option you picked originally.

For printer options 1 and 2:


Last Sunday we went to
house. We had a big c
and apple pie. When
play outside, it star
first the rain made us
Then Mom said we could
anyway. So we took of
out i

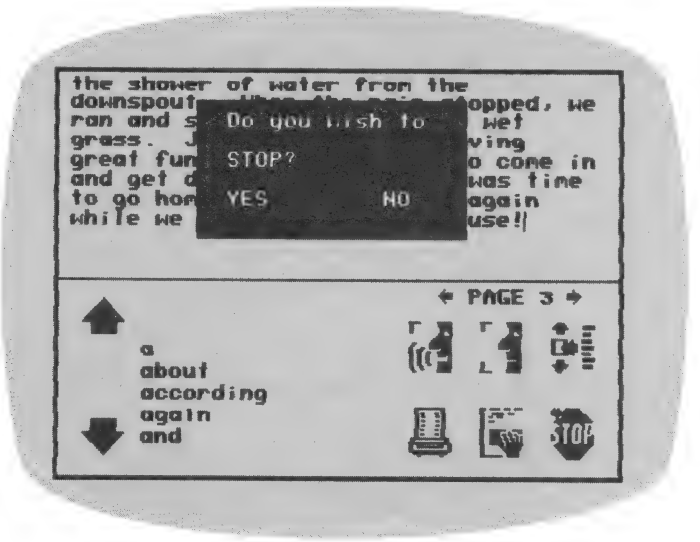
For printer option 3:


Last Sunday we went to my Grandma's
house. We had a big dinner: chicken
and apple pie. When it was time to
play outside, it started to rain. At
first the rain made us Kids feel sad.
Then Mom said we could go outside
anyway. So we took off our shoes and
socks, and went out in the rain. We
ran and splashed in the puddles and
squished in the mud with our toes.
Jimmy got stuck in the middle of the
biggest
gr

K ...the ERASE icon
This lets you erase what has been written. Although the story is erased, the words that you used are still in the Word Bank. This is one of the most exciting things about the design of My Words. Once you have written a story that has been dictated by a student, you can erase it, and let the student create his/her own story by selecting familiar words from the Word Bank.

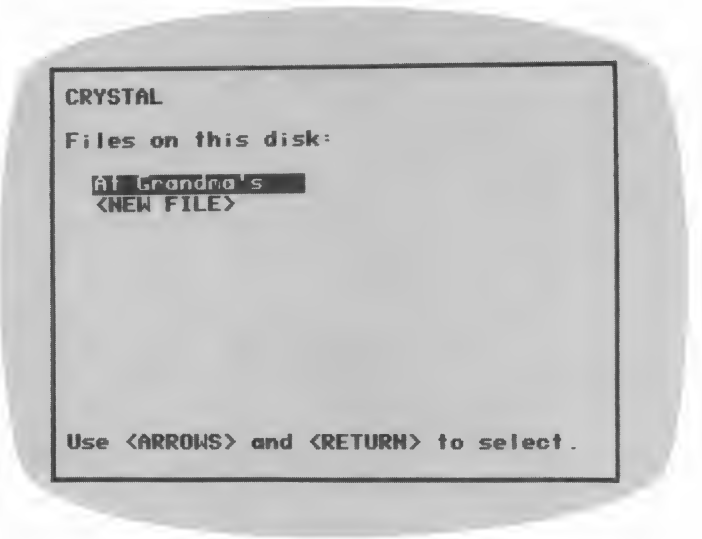
L ...the STOP icon

After clicking on the STOP icon, the alert box will say, "Do you wish to Stop?...Yes...No."



If you click on "Yes", the alert box will say, "Do you wish to save?...Yes...No.

Go ahead and save your file. You will notice that the name of your file now appears on the screen.



STEP 7 ... EXPERIMENT WITH THE WORD BANK

To experiment with the Word Bank (D), start a new file or select the old one that you worked on while experimenting with the icons. Type a few more sentences so there are words in your Word Bank.

Now, start a sentence and use the words in your Word Bank to help you write it. Move the heart cursor to the large arrows. Click on the large UP or DOWN arrow (C) and (E) to scroll the Word Bank. Select a specific word. Click on it. The Echo will say the word. If it is the word you want, click on it again. On the second click, the program will enter it into your story. The Word Bank will also help students finish words when they only know the starting letter. To use this, type the first letter of a word that is in your Word Bank. Do not use the <SPACE BAR>. The Word Bank will move to that word. Place the heart cursor on the word. Click on it once and it will be pronounced. Click on it again and it will be moved into the story.

For more information on writing and editing with My Words refer to section "4.Ø More about creating and editing text."

4.Ø MORE ABOUT CREATING AND EDITING TEXT

Text is entered in the My Words program just as you would on a typewriter. When you reach the end of a line, however, keep on typing and the computer will automatically move to the next line. Press <Return> only when you wish to begin a new paragraph.

USE THE <Delete> KEY TO BACK UP AND ERASE.

If you make a mistake, press the <Delete> key. This backspaces over the letters and deletes them. You can then retype the correct letters or words. You will notice that the words are also deleted from the Word Bank as you delete them from the story. This is to help eliminate errors and misspelled words from the Word Bank.

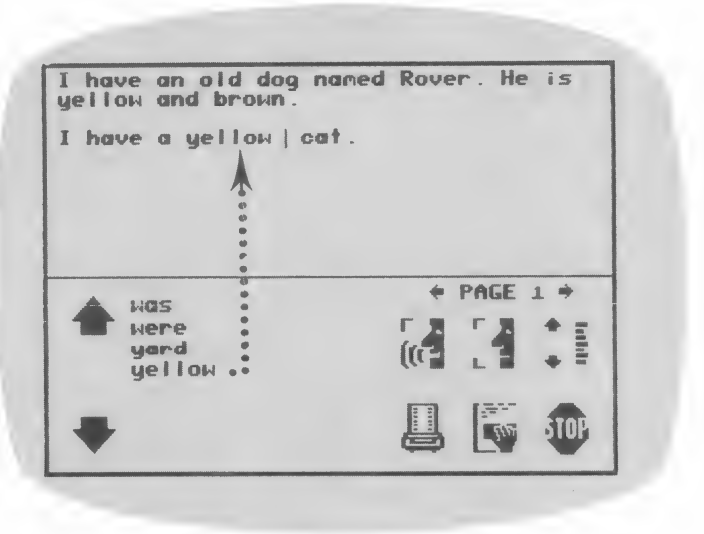
This method of correcting words is fine if you notice the mistake right away. If you notice the error two or three lines later, however, you can use your pointer to move the heart to the letter FOLLOWING the mistake. Now you can press <Delete> and correct the error. To get back to where you were typing, simply use the pointer again to move the heart to the end of your text. The cursor will now be back where it was and you can continue typing.

You can use the above technique to insert and delete anywhere in the text. For example, you could add several words or even an entire sentence to the middle of the text by typing it in. You can also insert words by selecting them from the Word Bank. All of the current text will be pushed ahead to make room for the new words.

You will need to help students understand how they can select words from the Word Bank and insert them or use them to replace words already in the text. If the cursor is placed anywhere in a word (or even on the left or right edge of a word), selecting a new word from the Word Bank will REPLACE the word containing the cursor. For example, if a student wishes to change "I have a big cat" to "I have a yellow cat" and the word "yellow" is already in the Word Bank, the student would:

(1) Move the bar cursor to the word "big" in the story by putting the heart cursor on the word and clicking the pointer button.

(2) Next, use the heart cursor to scroll the Word Bank until the word "yellow" is found. Then click on it twice. The word "yellow" will replace the word "big" in the sentence.



It is also easy to insert a word from the Word Bank (without replacing any current words). For example, to change "I have a big cat" to "I have a big fat cat" the student would:

(1) Move the cursor to the end of the word "big."

(2) Type a space so that the cursor is between the words "big" and "cat" with one space on each side.

(3) Select the word "fat" from the Word Bank and by clicking twice, the new word will be inserted into the sentence.

As you are entering text, sooner or later you will reach the last line on the screen. When you do, you may be a little surprised to find that you are suddenly at the top of the page with all of your previous text gone. You have automatically moved to the second page. Finish typing the line on the second page. Go back to the first page, and you will see the complete text. Your current page number is always shown just below the text window. You can "click" on the arrows near the page number to move among the pages you have written.

A My Words document can be up to ten pages long, but the total number of words cannot exceed 250. Text will not be accepted on the screen if your file is at the maximum length. Students ready for longer files may be encouraged to write in chapters, each chapter to be created and saved as a separate file.

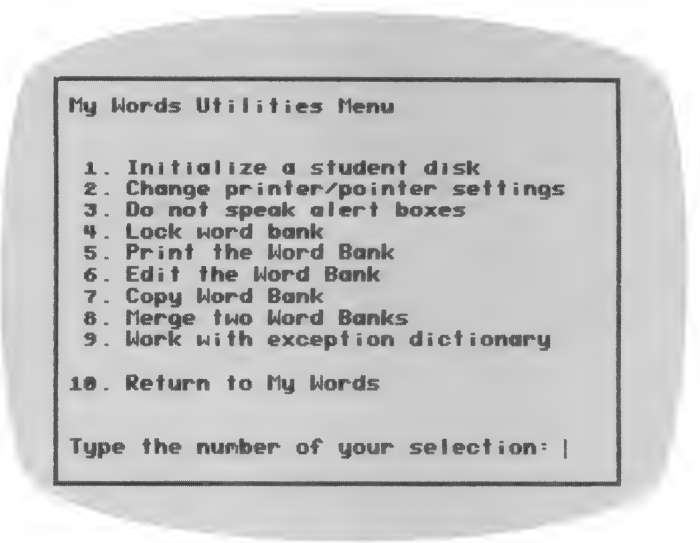
The Word Bank on each student disk also has a limit - 850 words. Text will not be accepted on the screen if the Word Bank is full.

For convenience, the last line of a page is always repeated as the first line of the next page. In fact, the last line of a page cannot be edited. Instead, make any changes or corrections on the first line of the following page. When you return to the previous page, the bottom line will have been changed as well.

Finally, if you have been working on a file that has already been saved and you make some changes you don't wish to keep, you can always stop without saving. Later you can reload the original file and try again. Changes are not permanent until you both STOP and SAVE a file.

5.Ø THE MY WORDS UTILITIES MENU

The My Words Utilities Menu enables you to do a number of necessary functions (such as initializing student disks) and several useful ones (such as editing a Word Bank). You can access the Utilities Menu by inserting the My Words master disk, and waiting until the message "Place student disk in Drive 1" is displayed. Then hold down the <Control> key and press T simultaneously. The Utilities Menu screen will appear. There are 1Ø choices. Each will be described in this section.


My Words Utilities Menu
1. Initialize a student disk
2. Change printer/pointer settings
3. Do not speak alert boxes
4. Lock word bank
5. Print the Word Bank
6. Edit the Word Bank
7. Copy Word Bank
8. Merge two Word Banks
9. Work with exception dictionary
10. Return to My Words
Type the number of your selection:

5.1 Initialize a student disk

All the documents written by a student and all the words within those documents are saved on a student disk. A student disk can be any blank disk that has been initialized by My Words. To initialize a student disk, select this option. The program will ask you to remove the My Words master disk, place a blank disk in Drive 1, and press any key to continue.

Your disk drive will spin and click for about 3Ø seconds. You will then be asked to "Enter the student's name" that will be using the disk. After this is completed, the computer will ask if you wish to initialize an additional disk. This is especially helpful if you need to prepare enough disks for an entire class! If you do, insert another blank disk and press Y to repeat the initialization process. When you enter N (no more disks to be initialized),

the program will instruct you to place the My Words disk in Drive 1 and press any key to continue.

Note: My Words initializes student disks differently than Apple does. A disk initialized with Apple's "INIT" command or with a System Master disk will not work with My Words.

BE CAREFUL! Once you initialize a disk, all previous data on it will be lost. If you are recycling old disks, be sure you do not want anything that is on them. Once they are initialized, everything that WAS there is gone!

5.2 Change printer/pointer settings

My Words has to know what kind of printer you are using and the slot in which the printer card is installed. It also needs to know the kind of pointing device you are using. After choosing this option, look at the numbers on the right hand side of the screen. Default values have already been entered; these are the most common choices. If these values match your equipment, just press <Return> as each one is highlighted by the cursor. The cursor will go to the next number.

If you are using a printer other than option 1, type the number and press <Return>. Printers in groups 1 and 2 print files using an expanded letter set. If you do not have one of the printers named, you will not be able to produce the expanded letter printouts. You will, however, be able to print in a regular size letter set, using option 3. If you do have one of the printers named, but want a regular size letter set, select option 3.

To indicate what you will be using to move the cursor, type the appropriate number and press <Return>.

Use the UP and DOWN arrow keys to correct an error or to move to a previous entry. You do not have to set these options each time you use the disk. Once they are indicated and saved, they will remain until you want to change them. If you change pointers or printers, however, you can always reset these options.

5.3 Speak/Do not speak the alert boxes

My Words will display an alert box whenever you choose to PRINT, ERASE, or STOP. These alert boxes are checks to make sure the student really wants to do what he has selected. They ask things like, "Do you want to STOP? ...YES ...NO" or "Do you want to save? ...YES ...NO." This option on the Utilities Menu controls whether or not the program

will speak the special directions and questions which appear in these boxes.

By selecting the menu item, you actually change it! When the menu reads "3. Speak the alert boxes," the program is now set NOT to speak. Selecting the menu option will change the setting to speak the information in the boxes. When you first use the program, the menu should read "3. Do not speak the alert boxes." This means the alert boxes will be spoken.

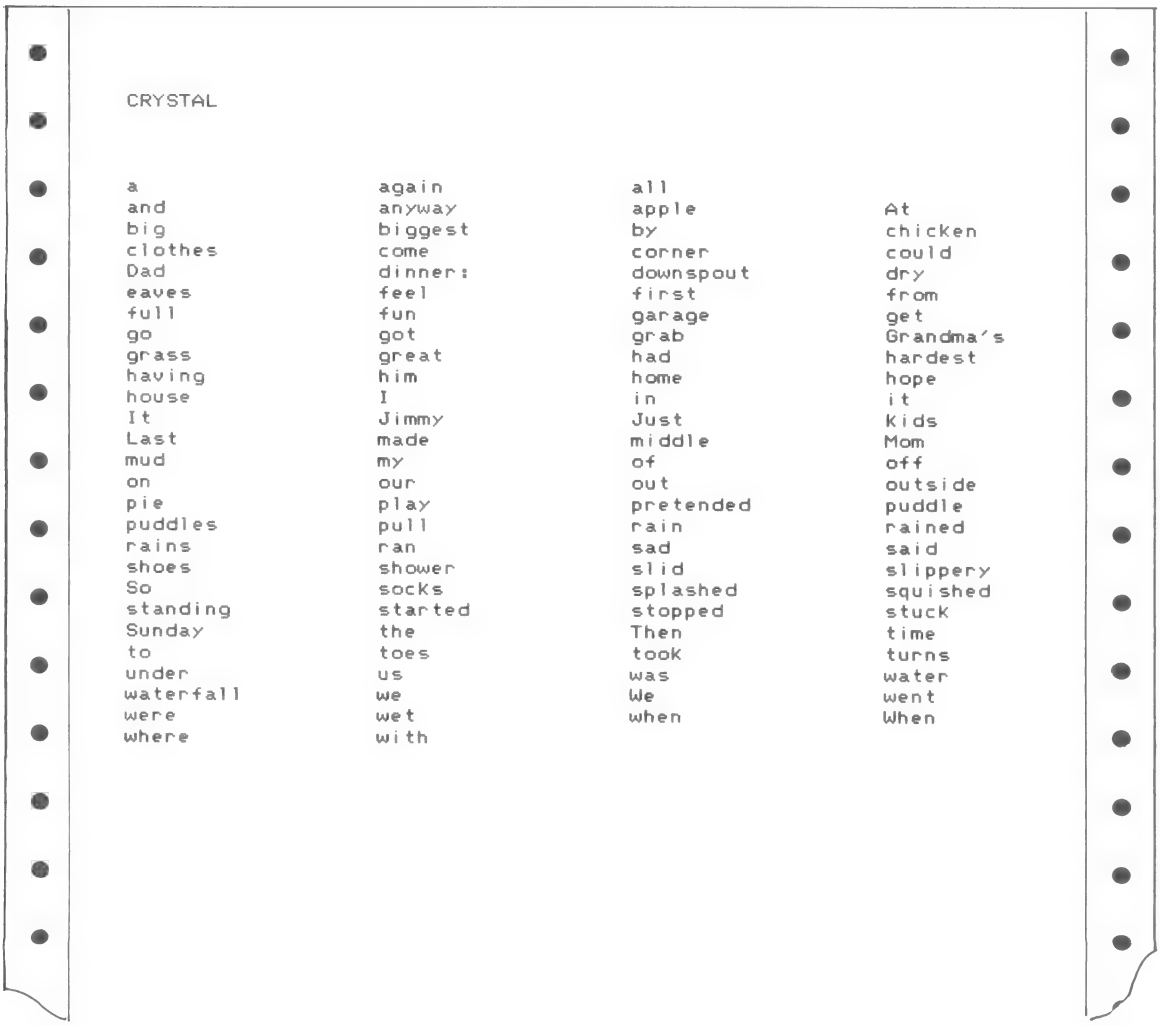
5.4 Lock/unlock Word Bank

There may be occasions when you wish to have a student compose a document using only the words currently in the Word Bank. Option 4 controls whether or not the program will limit the words in the text to those previously entered into the Word Bank. (See "6.Ø Suggestions for use" for ideas about using this option.)

If the menu reads "4. Unlock Word Bank, the Word Bank is now locked. Selecting the menu option will change the setting to unlocked. You must begin using the program with the Word Bank unlocked.

5.5 Print the Word Bank

It is often useful to get a list of the words in a student's Word Bank. To print the word bank, type 5 and press <Return>. The computer will display instructions about inserting the proper disks, depending on whether you are using 1 or 2 disk drives. Turn the printer on, and set the paper in the correct position. Press any key to begin printing. (Notice that this printout will be in regular size print, arranged in four columns of words, regardless of printer type.)



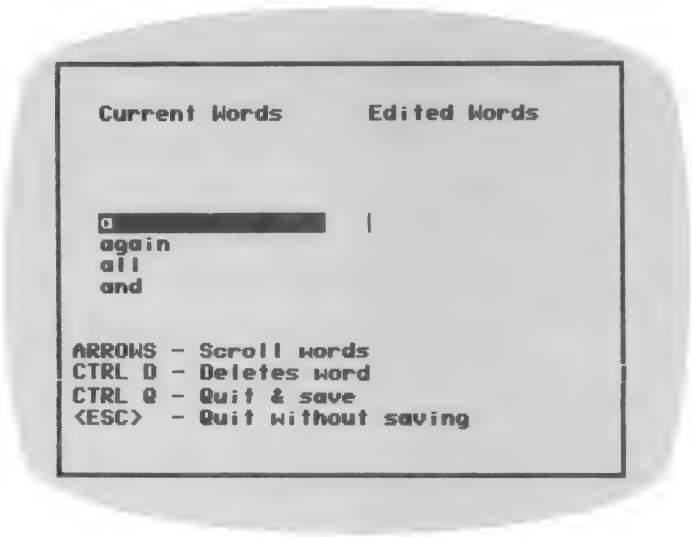
CRYSTAL

a	again	all	
and	anyway	apple	At
big	biggest	by	chicken
clothes	come	corner	could
Dad	dinner:	downspout	dry
eaves	feel	first	from
full	fun	garage	get
go	got	grab	Grandma's
grass	great	had	hardest
having	him	home	hope
house	I	in	it
It	Jimmy	Just	kids
Last	made	middle	Mom
mud	my	of	off
on	our	out	outside
pie	play	pretended	puddle
puddles	pull	rain	rained
rains	ran	sad	said
shoes	shower	slid	slippery
So	socks	splashed	squished
standing	started	stopped	stuck
Sunday	the	Then	time
to	toes	took	turns
under	us	was	water
waterfall	we	We	went
were	wet	when	When
where	with		

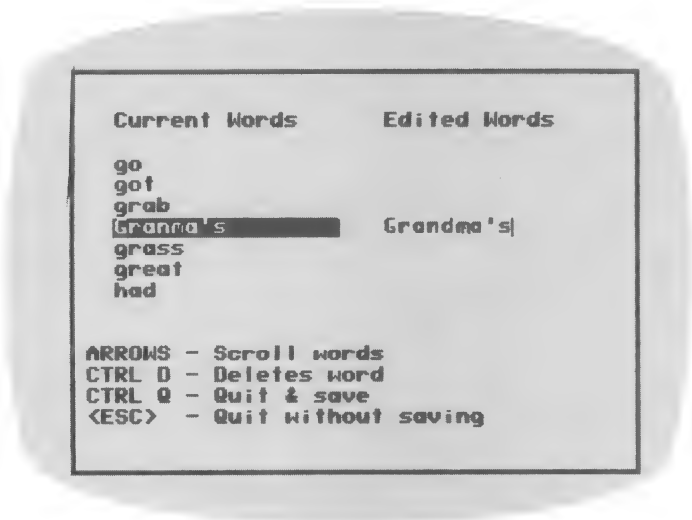
5.6 Edit the Word Bank

There may be occasions when a Word Bank contains words you would like to edit (such as misspellings). After selecting this option, the program will tell you to remove the My Words master disk, insert the Student disk and press any key to continue. This option will let you edit, replace or delete words.

The first word in the list will be highlighted, as in this example:



Use the arrow keys to scroll through the list and highlight words. You can edit any highlighted word by typing in a new word:



The edited version will replace the original in the word bank AND EACH OCCURRENCE OF THE WORD WITHIN THE TEXT. The purpose of this option is to allow the teacher or parent to correct the spelling of words in the student's story. Be aware that completely changing words will also change the story. If you replace an old word with a new word, it will also replace it wherever it occured in the story!

To delete a highlighted word, hold down the <Control> key and press the D simultaneously.

CAUTION: The "delete" feature is designed for the teacher using any of the suggested activities which involve preparing and presenting a special set of words in the Word Bank. IT SHOULD NOT BE USED TO DELETE WORDS FROM A WORD BANK IF FILES HAVE ALREADY BEEN CREATED. Deleting words will not only change the Word Bank, but will also cause interesting and unusual substitutions in files existing on the disk.

The ability to delete words is very helpful, but it should be used BEFORE story files are created, or if the stories on the disk are no longer to be used.

Press the <Control> key and Q to save the changes and quit. Press the <Esc> key if you change your mind and do not want to save the changes.

The computer will instruct you to remove the student disk, insert the My Words disk and press any key to continue. You will not need to switch disks if you have a system with two drives.

5.7 Copy Word Bank

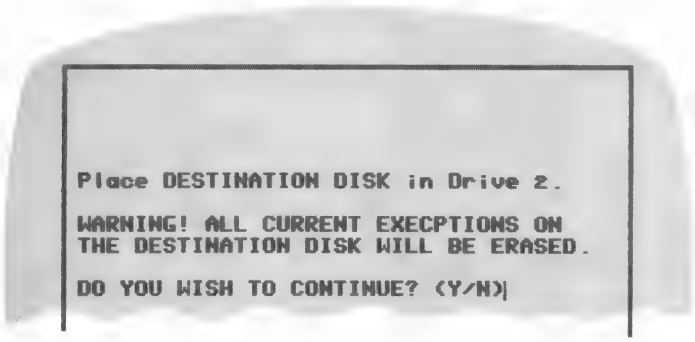
This option allows you to copy a word bank from one

student disk onto other newly initialized student disks. Suppose, for example, that you wished to make up a list of words for each of your students to use in a story. You would first create a new student disk for yourself, then enter the word list as a My Words document just as if you were writing a story. STOP and save the file. Next, reboot the master disk, and access the Utilities Menu. Now use this option to copy the Word Bank you just created onto other new disks for each student.

Another use of the copy function occurs when a student has filled a disk with 1Ø files and wishes to continue using the same Word Bank to create additional files. You can copy the student's Word Bank onto a newly intialized disk where it can be used to create another 1Ø files.

As you use this option, the screen will give instructions about placement of the SOURCE DISK (the one you are copying from) and the DESTINATION DISK (the one you are copying to).

A warning message will appear:


Place DESTINATION DISK in Drive 2.
WARNING! ALL CURRENT EXECPTIONS ON
THE DESTINATION DISK WILL BE ERASED.
DO YOU WISH TO CONTINUE? (Y/N)

If you have changed your mind, type N and press <Return>. Otherwise, type Y and press <Return> to complete the copy process.

5.8 Merge two Word Banks

If a student has created files on two different disks, you can use this option to merge the two Word Banks together. This way a student will have access to all the words (s)he has used in files on both disks.

Once you have selected option 8. just follow the screen prompts for placement of the SOURCE disk and the DESTINATION disk.

NOTE: If the DESTINATION disk contains enough words so that merged word bank will exceed the 85Ø word maximum, existing words will be overwritten by the merging list.

5.9 Working with the exception dictionary

The Echo or Cricket speech synthesizer uses over 400 rules to pronounce text. Unfortunately, even these are not enough to insure that every word will be pronounced correctly. The exception dictionary allows you to enter phonetic spellings for up to 65 words that a student may use in his/her documents. Once the phonetic spellings have been entered, whenever the computer encounters the word in the text, it will speak the word using the phonetic pronunciation.

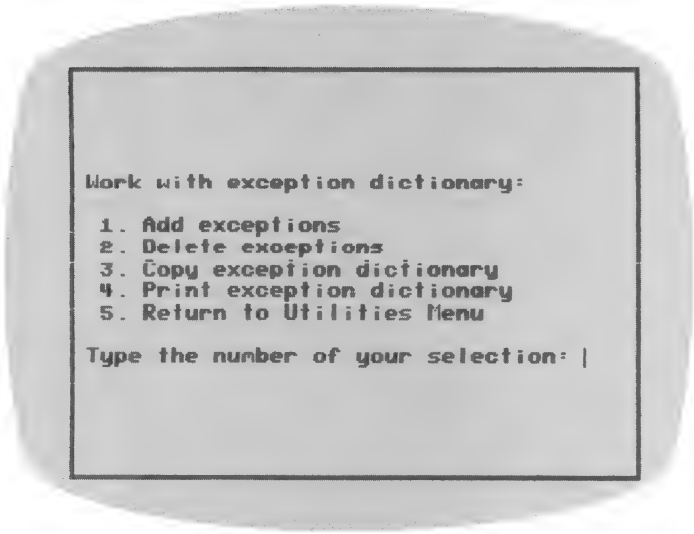
NOTE: You can enter phonetic spellings for any words you think a student might use. The words need not already be in the Word Bank. Also note that the computer will only pronounce a word using phonetic spelling when it is speaking the entire text .. not when the word is being entered from the keyboard or in the Word Bank.

The following is a list of some of the exceptional words and our preferred phonetic spelling. This list will give you some idea of the possibilities. EXPERIMENTATION is the key! (You may also want to make sure the student's own name is pronounced correctly!)

burning	burneeng
design	deesine
president	pressident
lost	laust
wear	wair
forest	forist
experiment	exper-iment
drawing	draw-eeng
touch	tuch
control	controle
woman	wohman
cost	cosst
maybe	may-be
break	brake
hunting	hunteeng
feeling	feeleeng
supply	suppl-i
toward	tward
belong	beelong
crowd	croud
elements	el-emments
interesting	interesteeng
string	streeng
famous	faimus
wings	weengs
blood	blud
consider	consid-er
radio	raydeo

southern	sothern
column	collum
opposite	opposit
pretty	pritty
shoes	shooz
experience	expeari-ence
create	cre-ate
determine	deetermen
details	deetails
cows	couws
upon	uh-pon
underline	underlyne
up	upp
been	ben
before	be-for
because	beecuz
beside	bee-side
instruments	instruhments
began	bee-gan
area	air-e-uh
friends	frenz
become	beecum
listen	lissen
morning	morneeng
pulled	poulled
sing	seeng
King	Keeng
English	eenglish
became	beecame
body	baudy
being	be-eeng
enough	eenuf
clothes	cloz
everything	every-thheeng
copy	coppy
spring	spreeng
within	with-in
tiny	ti-ne
rolled	roled
bear	bair
iron	i-urn
row	roe
climbed	climed
between	beetween
below	beelow
something	sumthheeng
beginning	beegginneeng
decided	dee-cide-ed
contain	contane
idea	ideea
ocean	oche-an
nothing	nuhthheeng
machine	musheen
behind	beehind
bring	breeng
heavy	hev-ee
square	squair
anything	anythheeng
Europe	eurup
region	re-jun
believe	beeleve
heart	hart

To work with the exception dictionary, select option #9 from the Main Menu. This submenu will be shown.


Work with exception dictionary:
1. Add exceptions
2. Delete exceptions
3. Copy exception dictionary
4. Print exception dictionary
5. Return to Utilities Menu
Type the number of your selection:

5.9.1. Add exceptions

The SEARCH WORD is the correctly spelled word as it appears in the text. Type the word and press <Return>. On the next line, type the word phonetically.

Some hints to get you started:

(1) To change a vowel sound from short to long, try "ay" for a; "ee" for e; "ie" for i; etc. Try doubling consonants to change from a long vowel to a short vowel.

(2) Divide the word into syllables using a hyphen. Often this is the only change you need! ("base-ball" is much better than "baseball")

(3) Try "eeng" for the suffix "ing."

Press <Esc> to hear your phonetic version of the word. If you would like to save this pronunciation, press <Return>. If you would like to try a different phonetic spelling, erase by using the <Delete> key. Continue entering new phonetic spellings and pressing <Esc> to listen until you have the one you want to save on the disk. Press <Return> to save. This screen will appear:

Continue to add exceptions as needed; answer N when you wish to return to the exception submenu.

5.9.2. Delete exceptions

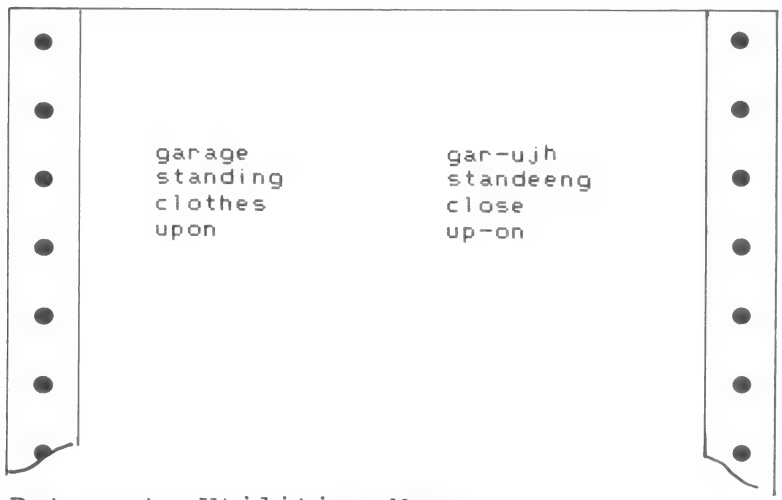
Sets of search words and phonetic spellings will be displayed. Type D to delete an entry. Use the UP and DOWN arrows to scroll through the list.

5.9.3. Copy exception dictionary

This routine allows you to quickly and easily add the same exceptions to all the student disks. Follow the on-screen directions to place your SOURCE and DESTINATION disks to allow the program to transfer from one disk to another.

5.9.4 Print exception dictionary

Select this option to print a list of the exceptions now on the disk. The printout will appear like this:



5.9.5. Return to Utilities Menu

Use this option when you have completed your work with the exception dictionary. You will be returned to the My Words Utilities Menu.

5.10 Return to My Words

Selecting this option on the My Words Utilities Menu takes you back to the initial screen of the My Words program.

6.Ø SUGGESTIONS FOR USE

6.1 Purpose and Rationale

With My Words, students record their important experiences, ideas, and feelings in their very own words. They have much prior knowledge and motivation upon which to build as they learn to read and write; they have only to learn how their words and ideas look in print. Their initial successes with this process create positive perceptions of themselves as writers and readers.

The language experience activities in My Words are naturally well suited to build on what children know and to help launch them into reading and writing. Children must understand that what they think about, they can write, and what they write can be read by themselves and others. Through their writings, children learn to recognize words (those on controlled vocabulary lists as well as many more) and also gain insights into the use of context, structure, and phonics as means of decoding words. More important, comprehension and communication are built in from the outset.

My Words is consistent with current research indicating that reading and writing, even at the earliest stage, must involve children in meaningful communication. When students talk, connections among the language arts are reinforced. Several of the child's senses and several modes of learning are

used. The mechanics of spelling, punctuation, and standard grammar are learned as students sense a need for these conventions and look for ways to be understood by others.

Users of My Words should review the phases of the writing process: planning, composing, editing, proofreading and evaluating. Since the planning stage is as important for children as for established authors, good teachers will engage children in talking about topics, gathering information, and expanding on the topic before writing or dictating begins. Once a focus has been selected, the student's words can be entered on the screen by an adult or an older learner. Teachers who understand "invented spelling" will allow children to enter their first drafts in their own way.

In many of the suggested activities, students work in teams. Cooperative rather than competitive learning is emphasized, and students find that they learn more when they interact with others. Flexible grouping is used in teacher-directed lessons, which is more desirable than typical reading ability groups. Writing activities can be integrated into all content areas of the curriculum as well as into basal reader lessons. My Words can also be used by children to keep journals or write about any topic, which may or may not be related to the curriculum.

Editing is easier on the computer than with pencil and paper. Errors are not marked and returned for recopying. Instead, the material is prepared for publication. The writer may discuss the content with classmates or the teacher. The text is read aloud, positive comments are made about the ideas, and questions can be raised if clarification is needed. Once the young author is satisfied with the content, an adult can enter a translation under the child's text (if invented spelling is involved) or can work with the child in editing on the screen (without having to recopy the text). The teacher or an aide can enter standard spellings on the student's file disk. Thus, in subsequent writing, the child has access to a cumulative word bank where standard spellings can be found.

Publishing is an essential part of a writing activity. Young authors are proud of their work and are eager to read their work to one another, perhaps by taking turns in an author's chair in the classroom. The child's writings can be kept in folders or made into books. Duplicate copies can be taken home to share with family and friends.

6.2 Assumptions upon which suggestions are based

Students' experiences and thoughts are important to them.

Students can read their own words about their experiences more easily than they can read information written in unfamiliar language about unfamiliar topics.

By using familiar words and experiences, students have only to learn how those words and ideas look in print; thus they have much prior knowledge upon which to build as they learn to read and write.

By talking, listening, writing, and reading about experiences, natural connections among all of the language arts are reinforced.

The initial successes of writing and reading one's own ideas create positive views of self as a writer and reader.

When students write and read about what they know, materials are matched to the learner and individualization is assured. Children who are developing a little more slowly are successful. Children who are developing more rapidly are challenged to create, explore, and expand ideas.

Through talking, reading, and writing about one's direct experiences, a number of senses and learning modalities are automatically involved.

Pupil team activities foster cooperative rather than competitive learning and take advantage of the fact that we learn much when we teach others.

With teacher directed lessons where the teacher is serving as model and typist, flexible grouping is possible and desirable. Flexible groups formed randomly or on the bases of interests or friendships will alleviate some of the negative effects of typical reading ability groups.

Reading and writing activities, on and off computers, provide meaningful seatwork.

Writing activities can be integrated within all areas of the curriculum: as part of basal lessons; within units in science and social studies; and in connection with mathematics, music, art, current events, and recreation.

6.3 Exploring My Words: Learning to use the program

Whether My Words is introduced in the home or at school, each child needs time for free exploration, with access to adult support and feedback, but without adult directions and expectations. The child's activities and questions will provide clues to meaningful next steps in using the program. The activities in this section can be adapted as needed, according to the cues given by the child and the amount of time available for exploration.

Teachers and adults will benefit from a time of free exploration, too. Not only will they become more comfortable with the program. They will become aware of the thrill of seeing and hearing one's ideas and of the value of having children learn to read and write by building upon what they know--familiar words and experiences.

The observant parent and teacher will gain insights about students' language concepts, learning styles and interpersonal relationships as the children interact with one another and with the computer. The strengths of children should be noted:

> Ann wants to write words, not letters.
> Bobby realizes that the computer tries to pronounce all groups of letters as words, but some sound funny.
> Cindy can type all of her friend's names.
> Dustin is persistent in looking for the specific letters he wants for his invented spellings. (See Section 6.9 for comments about invented spelling.)

These observations provide a basis for decisions about appropriate subsequent activities to be done independently, in pupil teams, and in small group teacher-directed lessons.

Note that in a classroom, the modeling phase of the following get-acquainted activities could be done with small groups rather than on an individual basis. After the modeling, the children should be allowed to explore in groups of no more than three at a time, so each has ample opportunity at the keyboard.

6.3.1 Phase 1: Getting familiar with the keyboard

Objectives:

The child(ren) will
- get acquainted with the keyboard.
- discover relationships between their actions on the keyboard, the print on the monitor, and the "voiced" responses from the computer.
- feel in control of the computer and the activity.
- have a successful discovery learning experience.
- realize that one's own attempts, words, or ideas are important.

The adult (teacher or parent) will gain insights about
- the confidence of a child as an independent learner.
- the child's concepts about words, writing, and reading.
- the strategies a child uses to solve problems.

Procedures:

A. Model how to start and use the program.

1. Boot the program and turn on the Echo or Cricket to say both letters and words.

2. Demonstrate the keying of a few ramdomly selected letters, one at a time. Space between the letters.

3. Type in the child's name and press the space bar so the whole name is pronounced. In a classroom group setting, type in each child's name.

4. Type in another word or two known to the child(ren). Choose significant and interesting words, e.g., love, computer, brown bear, rather than function words such as come, the, is, or from.

B. Without any further explanation or instructions, sit back and watch what happens when the child takes over at the keyboard.

1. Does the child feel free to explore without direction?

2. How does the child explore?

   a. Does s/he type in single letters? Does s/he type in groups of letters at random, e.g., asdf? How does the child react when these "words" are voiced?

   b. Does s/he attempt specific words that s/he knows?

c. Does s/he use invented spelling, or does s/he ask for help with the spelling? (See Section 6.9 for an explanation of invented spelling.)

d. Does the child attempt to write a message or is s/he content to explore at random?

e. Does s/he use terms such as "letter," "word," and "sound" in talking about his/her actions?

f. To what extent does s/he raise "what if" questions and attempt to find answers independently?

3. What implications have these observations? What insights do they provide about the child's awareness of reading and writing? What insights do they give about the child's confidence in exploring and attitudes toward learning?

6.3.2 Phase 2: Getting the computer to talk

Objectives:

The child(ren) will
- move the cursor (using mouse, touch window, or arrows).
- know what the icons represent and when to use them.
- enter a sentence and hear it voiced by the computer.
- experience the joy of having a printed copy of his/her own words.

Procedures:

A. For a group introduction in a classroom, each child might write a word or sentence about him/herself to enter into the program.

B. Model the cursor movements for various purposes.

1. Start My Words, creating a new file with the name of the child or the initials of the children in the group, i.e., MST for Mary, Sammy, and Timmy.

2. Activate the "voice" to speak both letters and words as they are typed.

3. Enter a sentence about the children, e.g., "Mary, Sammy, and Timmy will write on the computer today." (At this modeling stage, the teacher will type the sentence. In one-to-one situations, either the adult or the child can type, or they can take turns.

4. Ask the student(s) what is happening in the lower left corner of the screen. If an illustration is needed, type a word in the text portion and call attention to the word bank area as you press the space bar.

5. Make a deliberate typing mistake in order to make changes by using arrow keys and the delete key.

6. Activate the "read" icon and listen to the sentence.

7. Show how the "speak" icon can be changed in order to pronounce only the words as they are typed, rather than both letters and words. Illustrate this by typing another short sentence, e.g., "This is fun."

8. Let a child operate the "read" icon to have the computer speak the two sentences that have now been entered.

C. Provide time for child(ren) to experiment with the cursor and options for speaking letters, words, and sentences.

1. Each child should have an opportunity to enter his/her word or sentence and to explore with the cursor movement and the various speaking patterns.

2. At this point, it might be desirable to have two or three children work together. Use the same file for all, leaving the mechanics of creating new files for another time.

D. Help the children save their file to disk and print a copy for each member of the group.

6.3.3 Phase 3: Moving Words Around

Objectives:

The child(ren) will retrieve a file from the disk.
The child(ren) will select words from the word bank.
The child(ren) will place words from the word bank on the text portion of the screen.

Procedures:

A. Retrieve the file from the previous lesson.

B. Ask the children to read the sentences. The students can move the cursor to get help from the computer, if needed, and/or they can listen to the computer read the sentences.

C. Model the use of the cursor movement and the "up" and "down" icons in the word bank area to locate a word and have the computer say it. Have each child locate his/her name in the word bank and have the computer say it.

D. Model the use of the word bank to duplicate text.

   1. Use the "eraser" icon to create a blank typing area.

   2. Show how the text can be duplicated by moving words from the word bank to the top of the screen. Re-create the first sentence from the previous lesson this way.

E. As soon as the children are reading, have them duplicate their words or sentences by moving them from the word bank. Use the print copy from the previous lesson for them to see the sentences this first time.

F. Allow students to continue exploring with these words and sentences, as long as interest is high. Some might want to use words from the word bank to create other sentences. Some might discover that new sentences may require words that are not in the word bank. Emphasize that the students should try to spell words as best they can and that the computer will allow them to "fix" words later.
(See Section 6.9 on invented spelling.)

6.4 My Words: Language experience variations

Objectives:

The child(ren) will use sentence patterns as a basis for creating their own sentences.
The child(ren) will practice common sight words.
The child(ren) will elaborate on an idea.
The child(ren) will compare their ideas with others.

Procedures:

A. Away from the computer, talk about things we like to watch. The teacher can model by giving an idea, such as "I like to watch boats sailing on the water in a gentle breeze. It seems very peaceful and quiet." Then ask, "What are some things you like to watch?" Encourage each child to give at least one idea.

B. Boot up My Words with a new file disk. Name the file with a group name. Type in the incomplete sentence, "I like to watch..." Make a list on the screen of the things the children mention, along with others that they might want to add at this time. The teacher and children should realize that their words are going into the word bank to help them as they write later.

C. Erase the screen, leaving the words in the word bank. Model the development of a piece, using the sentence starter. You might write, "I like to watch penguins in the zoo. I like to see them waddle around." This can be modeled on the board so your words don't appear in the word bank.

D. Have the children dictate two or three sentences about one thing they all like to watch, perhaps a puppet show or a baseball game. Record their ideas on My Words as they dictate.

E. Save the story on the disk. Print out a copy for each child.

F. Start a new file for the first child or pair of children who are now going to write their own sentence(s) about something they like to watch.

G. Working individually or in pairs, each child then enters the sentence stem (by typing it in or by moving words from the word bank), completes the sentence, and adds another sentence or two, if desired. Each story should be saved to disk and printed.

H. While one or two children are at the computer, the other children might write rough drafts of the sentences on paper or might create an illustration for their sentences.

I. After all members of the group have completed their pages, have the children read them to one another. Encourage them to compare their choices, guiding them to recognize similarities and differences in preferences and in ways of telling something about their choices.

EXTENSIONS

The general procedure described above can be easily adapted to a number of variations.

A. Group or class disks could be developed around sentence starters such as:

I like to play...
I like to hear stories about...
I have been to...
I like to talk about...
I like to sing about...
I am happy when...
I am afraid when...
I want to learn how to...
My mother (or father) can...
My father (or mother) is good at...
I like to listen to...
I like to eat...
I can make...
I dream about...
I would like to be...
I am sad when...
I am excited when...
I wish I could...
I want to learn about...

B. Have children develop whole disks about themselves with pages on a number of topics.

1. <u>All About Me</u> books could include pages on:

People in my Family
My Pets (real or desired)
Things I Can do with My Hands
Things I Can do with My Feet
What I Look Like
Where I Live
My Toys
Things I Can Do

2. My <u>Book of Favorite Things</u> could include pages for favorites in some of the following categories:

Place to go
Television program
Way to travel
Rainy day activity
Sunny day activity
Toy
Game
Song
Riddle
Animal
Food
Book
Joke
Story

6.5 My Words: Writing about personal experiences

Objectives:

The child(ren) will orally express thoughts and organize ideas about a personal experience.
The child(ren) will decide upon an audience for their writing.
The child(ren) will edit for content and proofread for mechanics.

Procedures:

A. Guide the student(s) in a discussion of a topic. At each of the following steps, teacher modeling is recommended. In modeling, you talk aloud your thoughts as you choose a topic, jot down your notes as you brainstorm about that topic, talk aloud your decisions about a focus for your piece and share with the children how you select an audience for your writing. To be most effective, the teacher should model all of the steps from the topic selection through the writing to the publication of his/her piece. Learners need to see adults, both parents and teachers, engage in purposeful reading and writing activities. They will sense that the activities are important at all ages and they will have a role model to follow.

1. Ask questions or suggest a topic that will encourage talking about events in personal lives. For instance, talk about one of the following, saving the rest for another time.

    Good things that have happened to me
    Scary things that have happened to me
    Funny things that have happened to me
    Bad things that have happened to me
    What my pet and I have done
    Playing with my friends
    What I like to do with my mother, father, brother, sister, or other family member
    Watching television
    Birthday parties
    Weekend activities
    What I do well
    Dreams
    Wishes

2. After several ideas have been expressed about the topic, and after the teacher has modeled a specific event that s/he might write about, note which aspect seems most interesting to the children. (After this topic generation step has been carried out several times, the children will take a more active part in deciding which aspect they would like to develop in writing.) Questions such as the following can be used, if needed:

    What do you think is the important (exciting, funny, puzzling) thing about that experience?
    How do you feel about this event (place, person, animal, dream)?
    What problem did you face? How did you work it out?
    What did you learn from that experience?

3. Help the writer decide on an audience. Think aloud about such questions as:

    Who would be interested in hearing about your experience?
    Could this be written as a letter to a family member?
    Would you like to share these ideas with friends in the class?
    Do you want to record these ideas for just your own personal use?

B. Enter the information on the screen.

1. At the beginning stages, the child can dictate while the adult enters the material on the keyboard.

2. The child should be allowed and encouraged to type words and letters as desired, or to take turns with the adult.

3. A child who wishes to do so should be allowed to enter information independently, without concern for standard spelling and punctuation. (See comments about invented spelling in Section 6.9.)

C. Encourage the child to read the text, with or without the use of the computer "voice." Through the reading, the author often realizes a desire to make changes. Having students read their materials to young friends also helps them evaluate whether or not the piece is as they want it to be. At this time, assistance can be given in editing to add or change content.

D. Depending upon the child's confidence and stage of development, assistance can be given (by an adult or by young friends) in proofreading for punctuation and spelling, prior to saving and printing the material.

6.6 My Words: Activities with basals

Objectives:

The child(ren) will identify elements of story structure -- characters, setting, problem, events, resolution of the problem.
The child(ren) will practice vocabulary used in basal stories.
The child(ren) will summarize narrative texts.
The child(ren) will react to the story.

NOTE: The following activities can be done under teacher guidance as an integral part of the reading group activities. The children's responses can be entered in the program by the teacher at first. Modeling and group activities should be done several times before children are expected to carry out these ideas independently at the computer. However, after the children become familiar with the strategy, many of these suggestions might be used for independent or group activities to supplement or supplant workbook lessons and other seatwork.

Procedures:

A. Before reading: Use one of the following activities as preparation for reading a story in the basal. (NOTE: These are alternatives, rather than a series of steps for a lesson.)

1. Introduce the key concept(s) and related vocabulary for a basal story. Using My Words, the children write or dictate a paragraph using the words. For example, having talked about the local department store and the means of getting from one floor to another, children might write:

   It is fun to ride up and down the elevator to go from one floor to the next. We ride the elevator up to the toy department in Johnson's store.

2. Have the children scan the first page of the basal story to find out who the story is about, where it takes place, and what the problem is. These elements of the story are summarized on My Words. For example:

   Jenny and Theo are looking for the toy department. They want to buy a toy for their new baby brother but they don't have much money.

3. Record predictions about the story, based upon a survey of the pictures and the title. For example:

   Jenny and Theo might make a toy like the ones they see in the store.
   They might look in their toy box and pick one to fix up and give to the baby.
   They might ask their dad for more money.
   They might take the elevator to the wrong floor and get lost.

4. Write a script to accompany the pictures in the basal, before reading the author's text.

B. After reading: Use one of the following activities to follow a story in a basal reader.

1. Follow up on activity #2 above. Add a sentence or two to show how the problem was resolved in the story. By doing so, the children will now have a summary of the story.

2. Write sentences to summarize the story, telling <u>who</u> did <u>what</u>, <u>where</u>, <u>why</u>, and <u>how</u>. Example:

   Goldilocks went to the bears' house in the woods. She ate Baby Bear's porridge. She broke Baby Bear's chair. She slept in Baby Bear's bed. Baby Bear didn't like what she did.

3. Compare the predictions made in activity #3 above with the author's outcome. Erase the predictions that were not the same as the outcome. Keep any predictions that were the same and/or change them to reflect the actual events in the story. Alternatively, choose one of the predictions and write a different ending for the story.

4. Write about the effects on the story if elements of the story structure were changed:

   a. Tell how the story might be different if the setting were in the student's home town or in a location other than that in the story.

   b. Tell how the story might be different if one or more of the students were characters in the story or if the main character were a boy instead of a girl, a girl instead of a boy, a monkey instead of an elephant, an old man instead of a young boy.

c. Tell how the story might be different if it happened during another season of the year.

5. Write sentences about other stories in which the characters had a similar problem.

6. Write sentences about times when the reader was faced with a similar problem.

7. Write sentences about another adventure the characters might have in a similar setting. For example, suppose Goldilocks came for another visit or suppose the three bears went to Goldilock's house.

6.7 My Words: Activities with pattern books

Objectives:

The child(ren) will hear and use literary patterns like those written by children's authors.
The child(ren) will use a familiar pattern to create a page for a book.
The child(ren) will practice common sight words.

Procedures:

A. Example using The Important Book

1. Read The Important Book by Margaret Wise Brown aloud to the students. Allow and encourage the listener(s) to chime in with the pattern phrase, "but the important thing..." Alternative: The teacher or an older student can create two or three examples of this pattern, perhaps on a My Words disk. Examples:

   The important thing about elephants is they are big.
   They are strong.
   They have long trunks.
   They live in the zoo.
   They are gray.
   But the important thing about elephants is they are big.

   The important thing about milk is that it is good with cookies.
   It is white.
   It comes from a cow.
   It is kept cold.
   It can be chocolate flavor.
   But the important thing about milk is that it is good with cookies.

2. Students can decide on things that they would put in an important book. Create a new My Words disk, and name it "Important." Start a new file called "Group." As the students suggest things to include in an important book, list them on the screen. When each child has named one or two things, erase the text screen. Note that the list of important things will be saved in the word bank.

3. Choose one of the items mentioned by the children. Have them talk for several minutes about why that item is important. Remember the importance of idea generation and organization in the pre-writing stage; don't move to the writing stage immediately. After a few minutes,

have the children decide on the most important aspect of the item. Recall the author's pattern (or read one of the pages of the book again.) Guide the students to create a file name for the item and then complete a page on the screen, using the same pattern. Tell the important thing about the item, along with two or three details, ending with the important thing as in the pattern. The word bank for this disk now contains many of the words that students will use in creating their own page, including the list of important things and many of the function words needed to write the page.

4. Groups of two children can add pages to the "Important" disk, saving their text under the title of the thing about which they write. While others are waiting, they can draft their ideas and/or make an illustration for their pages.

5. Print out copies of all of the stories on the disk, so that each child can assemble the pages into an "Important Book."

B. Example using The Hungry Caterpillar:

1. Prepare a "Hungry" file disk, with "kitten" entered as the first file:

   There once was a very hungry kitten.
   On Monday she ate one bowl of milk, but she was still hungry.
   On Tuesday she ate two cookies, but she was still hungry.
   On Wednesday she ate three bananas, but she was still hungry.
   On Thursday she ate four cans of tuna fish, but she was still hungry.
   On Friday she ate five pieces of hamburger, but she was still hungry.
   On Saturday she ate six chicken nuggets, but she was still hungry.
   On Sunday she ate seven pieces of cake, and she wasn't hungry any more. She was a big fat cat.

NOTE: Steps 2 - 4 are done away from the computer.

2. Read The Very Hungry Caterpillar by Eric Carle aloud to the students. Allow and encourage the listener(s) to chime in with the pattern phrase, "but he was still hungry." Encourage them to predict what will happen on Tuesday, Wednesday, and especially on Sunday.

3. Read the book again, involving the students as much as possible with the phrasing and the ideas.

4. Develop another story orally, using the same patterns. For example, change the caterpillar to a very hungry puppy. Let the children contribute to the development of a story, such as:

   There once was a very hungry puppy.
   On Sunday she ate one hot dog, but she was still hungry.
   On Monday she ate two bones, but she was still hungry.
   On Tuesday she ate three ____, but she was still hungry.

   And so on through the week, to a suitable ending, such as "On Sunday, she wasn't hungry any more. She was a great big dog."

5. Load the "kitten" file from the My Words disk. Have the children read the story silently. If they are doing this independently, they can ask the computer to voice any words they do not recognize.

6. Ask students to think of other animals that might be the main character in the story. Start a new file called "Ideas" on which the children dictate a list of the characters they might use for a "hungry story." Also have the students develop a list of things the characters might eat. Save these suggestions on the "Ideas" file so they will be available in the word bank for the students to write their own stories.

7. Groups of two or three children can now create their own versions of the story, using the cursor to move words from the word bank into the text portion of the screen. While others are waiting their turn, they might be deciding on their character, using reference books to see what the animal might eat, or drawing pictures to illustrate their version.

EXTENSIONS

Other pattern books that could be used similarly are:

Animals Should Definitely Not Wear Clothing	Judi Barrett
I'm Too Small, You're Too Big	Judi Barrett
The Runaway Bunny	Margaret Wise Brown
What Good Luck! What Bad Luck!	Remy Charlip
Q is for Duck	Mary Elting
Some Things Are Scary	Florence Heide
A House is a House for Me	Mary Ann Hoberman
Brown Bear	Bill Martin
If You Give a Mouse a Cookie	Laura J. Numeroff
Happiness is a Warm Puppy	Charles M. Schultz
King Bidgood's in the Bathtub	Don Wood & Audrey Wood
The Napping Book	Don Wood & Audrey Wood

6.8 My Words: Integrating into subject areas

Objectives:

The child(ren) will expand their vocabularies related to a specific topic.
The child(ren) will use the words in writing about the topic.
The child(ren) will organize ideas in expository writing.

NOTE: These activities can be incorporated within units of study in science and social studies. Students can enter information about the topic at various stages of the unit: at the beginning as a means of assessing and accessing prior knowledge, during the study as notes for the day, and at the end as a summary of what has been learned about the topic.

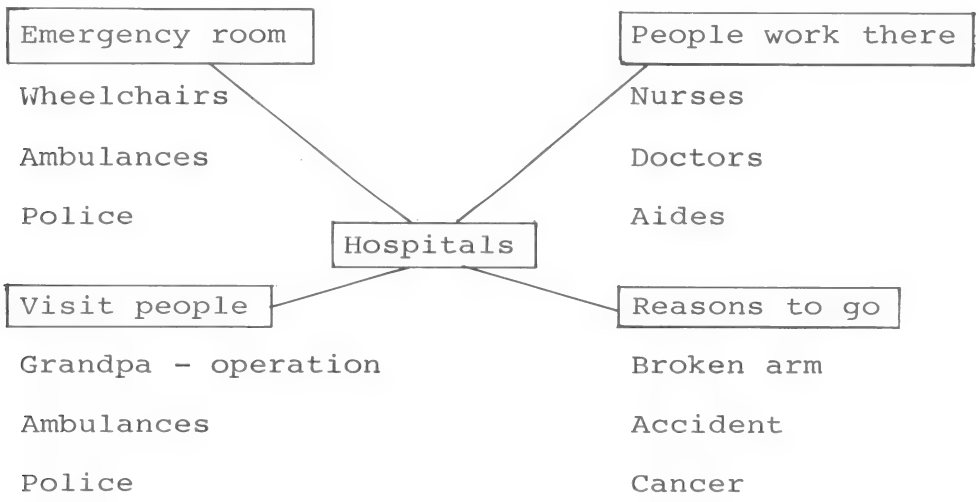
Procedures:

A. Example for a unit of study

1. Away from the computer, introduce a topic and involve students in recalling their background experiences related to the subject. Work with children in small groups, with the grouping done on bases other than traditional achievement or ability levels; i.e., interest in a topic, friendships, or random assignment. Begin with an open-ended question, such as:

   What do we know about...(trucks, insects, dinosaurs)?
   What experiences have we had with...(magnets, snakes)?

2. Make a list of words we might use if we were to write about our experiences in relation to the topic. This might be done as a semantic map, such as:



3. Enter the words as the first page of a My Words disk. If desired, give each child a printout of the word list.

4. Erase the list from the text portion. The words will be saved in the word bank.

5. Develop a group text. At the beginning stages, have each child tell one sentence about the topic. The adult/teacher keys in the sentence, along with the child's name. (If the words are in the word bank, model for the students how the words can be moved to the text.) For example:

Mosquitoes are nasty insects.	Billy
An ant is not an insect.	Sally
My dog has lots of fleas.	Laura
Birds eat insects to live.	Dusty

6. Save the story to disk. Make a printout of the story for each child.

7. Let the children practice reading their own sentences and those of their friends, using the computer for help if needed.

8. Erase the text and let each child re-create his/her sentence or make up a new one. The children should be allowed to use the printout version for help, if they wish.

9. As the unit progresses, add new pages which summarize information gained from demonstrations, discussions, audio-visual materials and reference books.

B. After the students are familiar with the use of a topic disk, prepare additional disks on other topics. Develop the first file on each disk with the group of children who will use it, so they have a chance to use their background knowledge and participate in the development of the word banks.

Topics could be based on social studies and science lessons:

- tools
- communicating
- local people at play
- manufactured products
- magnets
- farm animals
- grandparents
- money
- things made of paper (or wood, metal)
- houses
- traveling
- local people at work
- stores in our town
- industries in our town
- insects
- wild animals
- places to visit
- foods

6.9 How can children write if they can't spell?

Teachers and parents must be aware of the legitimacy of children's "invented spelling." Children go through important developmental stages with spelling, just as they do in learning to speak. In their early speech, children use single words and nonstandard language to communicate. Adults accept their efforts as natural and focus upon the message the child is trying to convey. Thus, through meaningful interaction with people and with sensitive feedback, children learn to speak.

Similarly, children go through regular stages of development in spelling (Temple, Nathan & Burris, 1982). During these stages, the child who is not forced to be letter-perfect derives many long-lasting insights into the nature of words and their spellings as a result of carrying out purposeful writing activities.

As they develop, children typically progress through these stages:

a. Make "scribbling" marks that resemble letters.
b. Use one or two letters of the word, such as "m" for "my" or "nt" for "night."
c. Use letters that are close to the sounds heard in the words, such as "ples" for "police" or "cnd" for "candy."
d. Write words that look like English words but are not standard spellings. Often these indicate an awareness

of the way the word looks, but miss some of the elements, such as "liek" to "like" or "cafatearea" for "cateteria."

e. Develop an awareness that words have standard spellings in printed materials, and include those spellings in their own writing.

The final stage is not reached without guidance from adults. Just as parents and teachers model standard speaking patterns, they help children by placing priority on the message, by translating their first attempts to show them another way to write it, and by assisting them to incorporate standard forms in materials that others will read.

When children do their own writing, whether on paper or on the computer, it is imperative that their efforts to write and spell are recognized, accepted and encouraged. Their version is not wrong, it is simply "their version." Printing the children's piece for an audience provides an opportunity to help them realize the need for standard spelling. Children can be shown another way to write their sentences, perhaps with standard spelling typed below their version, and both versions can be saved and printed. Another strategy is to edit and change words after the ideas have been entered, preferably as a cooperative endeavor between child and adult.

An observant adult will watch as the child rereads one of his/her pieces written with both invented spelling and standard translation. Can he/she read both versions? Which does he/she prefer? Which spellings does he/she use when re-creating the story on the screen or on paper? The observant adult will recognize the child's own progression through the stages of spelling and will provide sensitive feedback to support the learner's movement toward the next stages of development.

With My Words, the child may become aware that the computer says some words differently than people do in regular conversation. Some of their invented spellings might sound more natural than some of the standard spellings, when pronounced by the computer. The teacher/adult can guide the child to understand that the computer is only a machine that can't know as much as people do about words. The child can also be helped to realize that the English language has many unusual spellings which do not sound as they look. In short, the child should not be made to feel insecure or wrong, when in fact the "problem" might relate to the technology or the language.

At the very early stages, the teacher/adult might want to use the feature on My Words which allows the insertion of phonetic pronunciations of words for which the computer sounds might be disconcerting to the child.

7.Ø BIBLIOGRAPHIES FOR TEACHERS AND CHILDREN

For more information about the reading process, language experience approaches, the writing process for young children and writing across the curriculum, the following references will be helpful.

Allen, R. V. (1976). Language experience in communication. Boston: Houghton Mifflin.

Anderson, R. C., et al. (Eds.) (1984). Becoming a nation of readers: The report of the Commission on Reading. The National Academy of Education, The National Institute of Education, The Center for the Study of Reading.

Goodman, K. (1986). What's whole about whole language? Portsmouth, NH: Heinemann Educational Books.

Graves, D. H. (1983). Writing: Teachers and children at work. Portsmouth, NH: Heinemann Educational Books.

Graves, D. H., & Stuart, V. (1985). Write from the start: Tapping your child's natural writing ability. New York: New American Library.

Hansen, J., Newkirk, T., & Graves, D. (Eds.) (1985). Breaking ground: Teachers relate reading and writing in the elementary school. Portsmouth, NH: Heinemann Educational Books.

Michigan Reading Association. (1984-85). Using computers in the reading program. (A position paper.) Grand Rapids, MI: Michigan Reading Association.

Temple, C. A., Nathan, R. G., & Burris, N. (1982). The beginnings of writing. Boston: Allyn and Bacon, Inc.

Veatch, J., and others. (1979). Key words to reading: The language experience approach begins. Columbus, OH: Charles E. Merrill Publishing Company.

PATTERN BOOKS FOR CHILDREN

Aardema, Verna. Bringing the Rain to Kapiti Plain. The Dial Press, 1981.

Adams, Pam, illustrator. There Was an Old Lady Who Swallowed a Fly. Child's Play, 1974.

Barchas, Sarah. I Was Walking Down the Road. Scholastic, 1975.

Barrett, Judi. Animals Should Definitely Not Wear Clothing. Atheneum, 1970.

Barrett, Judi. Animals Should Definitely Not Act Like People. Atheneum, 1980.

Barrett, Judi. I'm Too Small, You're Too Big. Atheneum, 1981.

Batherman, Muriel. Some Things You Should Know About My Dog. Prentice-Hall, 1976.

Brown, Margaret Wise. Goodnight Moon. Harper & Row, 1977.

Brown, Margaret Wise. The Important Book. Harper & Row, 1949.

Brown, Margaret Wise. The Runaway Bunny. Harper & Row, 1977.

Carle, Eric. The Very Hungry Caterpillar. Puffin Books, 1974.

Charlip, Remy. Fortunately. Parent's Magazine Press, 1964.

Cutts, David, reteller. The House that Jack Built. Troll Associates, 1979.

Elting, Mary, and Folsom, Michael. Q is for Duck: An Alphabet Guessing Game. Clarion Books, 1980.

Graboff, Abner, illustrator. Old MacDonald Had a Farm. Scholastic, 1969.

Hayes, Sarah, and Craig, Helen. This is the Bear. Harper & Row, 1986.

Hoberman, Mary Ann. A House Is a House for Me. Puffin Books, 1982.

Hutchins, Pat. Rosie's Walk. Macmillan, 1968.

Martin, Bill. Brown Bear, Brown Bear, What Do You See? Holt, Rinehart and Winston, 1983.

Mayer, Mercer. Just for You. Golden Press, 1975.

Numeroff, Laura J. If You Give a Mouse a Cookie. Harper & Row, 1985.

Patrick, Gloria. This Is... Carolrhoda Books, 1969.

Schulevitz, Uri. One Monday Morning. Charles Scribner's Sons, 1967.

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. Atheneum, 1973.

Wood, Audrey. King Bidgood's in the Bathtub. Harcourt Brace Jovanovich, 1985.

Wood, Audrey. The Napping House. Harcourt Brace Jovanovich, 1984.

OWNER REGISTRATION CARD

Fill out this card and mail it immediately. This card will be used to notify you of program updates. The **version number is very important.** It will appear on the first screen when you load your program into the computer.

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

IMPORTANT

PROGRAM NAME: _____

VERSION #: _____

(Boot your disk to see your version number.)

Hartley Courseware, Inc. Dimondale, MI 48821

PLACE STAMP
HERE

Hartley Courseware, Inc.

Dimondale, MI 48821

Compliments of
Hartley® Courseware, Inc.

64K Required

02-14 My Words

Hartley®

Apple IIe, IIc, IIGS

© 1987 Hartley® Courseware, Inc. Dimondale, MI 48821 (517) 646-6458